

Introduction to Debriefing

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Objectives

- **Discuss the elements of debriefing**
- **Identify various approaches to debriefing**
- **Describe the role of the debriefing facilitator**
- **Demonstrate the skills required of a debriefing facilitator**

What is Debriefing?

“Talking about what has happened“

It is a structured process that also evaluates the contributions of various participants in the determination of success or failure of the experience

Debriefing is an intentional and important process that follows a simulation experience;

- It is led by a facilitator where learners reflect on action, identify performance gaps discuss areas for improvement and consolidate knowledge and skills so that they can be applied in real practice to improve healthcare and improve patient outcomes

Purpose of Debriefing

- Essential to strengthen learning after the simulation experience
- An opportunity to identify & address knowledge or performance gaps in a safe environment
- Develops critical thinking
- Helps Learners take accountability in the learning process
- Essential for transfer learning from an experience
- Research shows that teams who conduct debriefs outperform others by an average of 25%!

Debrief vs. Feedback

Feed back – provision of information:

Usually comparing the learner's observed performance to a standard, given with an intent to improve the learner's performance

Debriefing – facilitated discussion of the event:

Includes analysis and reflection of the actions in order to agree on future practice changes.

Reflective Process

Reflective Process

Returning to the experience

Connecting with feelings

Evaluating the experience

Donald Schön (Reflective Practice)

What did we set out to do?

What actually happened?

Why did it happen?

What are we going to do next time?

Reflective practice is the discipline of examining the values, assumptions, and knowledge-base that drives an individual's professional practice (Schon, 1983)

Reflective Learning

Learning from reflection is NOT Automatic

**Needs ACTIVE involvement in an experience &
Guidance through the Reflective Process**

Things to remember before the Debrief

- There is no Debrief without a (Pre) Brief!!!
- Psychological safety & Intellectual Bravery
- Basic assumptions (Treat learners as thinkers, not just doers)
- Establish rules of engagement
- Addressing the learning outcomes
- Transfer of learning

Debriefing

When do we debrief?

- During
- Immediately after
- Later

Who facilitates the debrief?

- Faculty/instructor(s)
 - Facilitator
 - Instructor
- Learners
- Self debrief

Debriefing: How do we do it?

PLUS (+)	DELTA (Δ)
<i>What Went well?</i>	<i>What would you do differently?</i>

Multi-phase Debrief

Psychological Safety

Summary

Summarize the experience, lessons learned, application etc.

Analysis

Analyze what happened: the good/bad/why/why not

Description

Information about the event/What happened?

Reaction

Emotions/Feelings

PEARLS (Promoting Excellence And Reflective Learning in Simulation)

	Objective	Task	Sample Statements
Setting the Stage	Create a safe context for learning	State the goal of debriefing; ground rules	<i>“Our goal is to improve how we work together and care for our patients.”</i> <i>“Everyone here is intelligent and wants to improve.”</i>
Reactions	Explore feelings	Solicit initial reactions & emotions	<i>“How do you feel?”</i> <i>“Any initial reactions?”</i>
Descriptions	Clarify facts	Develop shared understanding of the sim experience	<i>“ can you please share a short summary of what happened?”</i> <i>“What do you think the diagnosis was?”</i>
Analysis	Explore variety of performance domains	Domains: Technical skills Communication, Leadership etc. Can be learner self reflection, Focused facilitation and teaching to address gaps	<i>“what was managed well & Why? What could be improved/changed & why?”</i> <i>Explore the “Whys” of the actions</i> <i>Use Advocacy inquiry methods etc.</i>
Application/ Summary	Identify Take-aways	Learner centered Instructor centered	<i>“what are some take-aways from this experience?”</i> <i>“The key learning points for this sim experience were...”</i>

Debriefing: Analysis Phase

Use various techniques to analyze/facilitate reflection on learner actions...

- **Active listening**
- **Ability to ask varied types of questions**
- **Uncover Assumptions & mental models**
- **Critical inquiry using advocacy Inquiry**

Active Listening



Pay Attention

Body language
Frame of mind



Hold Judgement

Acknowledge differences
Be patient



Reflect

Paraphrase
information/emotions as
needed



Clarify

Open ended questions



Summarize

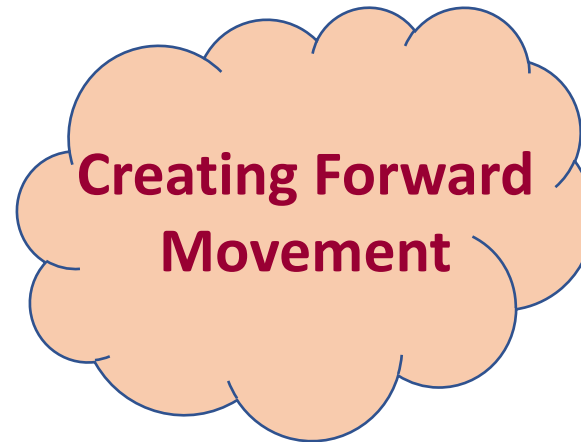
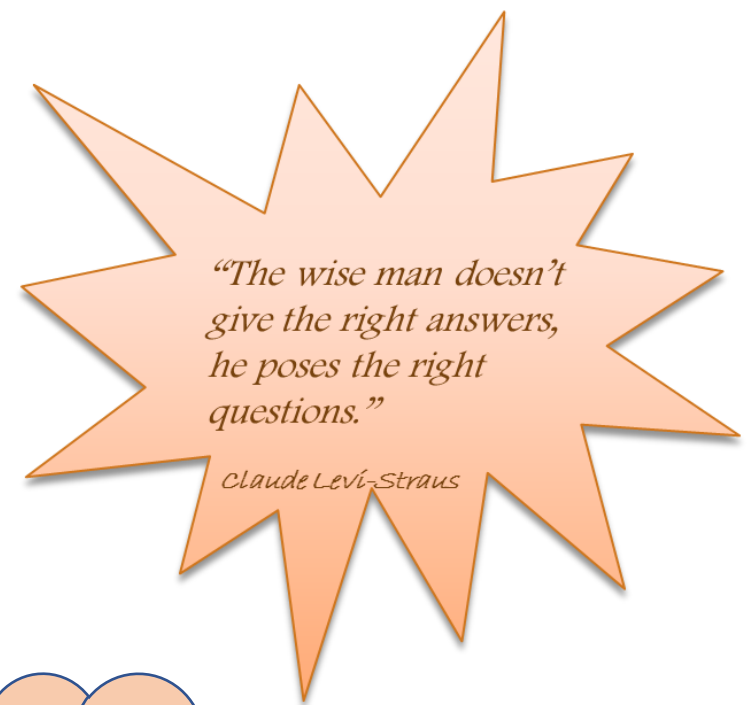


Share

Your experiences to engage

Questioning

- Open-ended
- Circular
- Evidence seeking
- Clarifying
- Linking/extension
- Hypothetical
- Cause & effect
- Summary & synthesis



Why didn't
you ask any
further
questions?

What do think
stopped you from
asking more
questions?

Don't you know that
protocol states that we
need an order?

*I noticed that you seemed concerned
and confused. Can you walk me
through your thinking when you
made this decision to take the order*

Why did you collect
without requisition? We
just don't do that

Can you tell me the steps you will
take next time you receive a verbal
order

Mental Models

Mental models are thought process of understanding the world.

It allows people to make assumption about how things work and unconsciously influence our behavior and decision making

Shared mental Models

Mental models are constructed through

Perceptions

Imaginations

Knowledge and

Comprehension

During debriefing, the facilitator should be curious about the learners'/participant's mental frames

Advocacy and Inquiry

- **Advocacy** – refers to making our thinking process visible and publicly testing our conclusions and assumptions
 - includes objective observation about the learner's actions
 - State what you hear, sense or observe
 - *Examples: I noticed.... I heard you ask for.... I sense you are frustrated*
- **Inquiry** – involves asking others to make their thinking process visible and asking for help in seeing any gaps or limits in our own thinking
 - genuinely curious question to understand the learner's actions
 - Explore their perspective
 - *Examples: Was my observation accurate?*
 - *Can you describe what you were thinking?*
 - *Help me understand your reasoning for that decision.*

Example

- **Advocacy:**

“Once you identified that the rhythm was PEA, I noticed that you gave Atropine first”

- **Inquiry:**

“Can you tell me your reason for choosing atropine?”

Advocacy:

“It seemed pretty chaotic when the group discussion started”

Inquiry:

“Did you know who was taking the lead?”

- **Advocacy:**

- Distinguish between Intent & Impact

- **Inquiry:**

- When you have difficulty with how others are acting, ask them to explain what leads them to act as they do, in a tone that suggests they may have a reasonable answer.

- **Balancing Advocacy/ Inquiry**

Advocacy / Inquiry With Good Judgment

- **Advocacy:**

- “Once you identified that the rhythm was PEA, I noticed that you gave Atropine first”

- **Good judgment:**

- “The ACLS guidelines calls for Epinephrine first in this situation”

- **Inquiry:**

- “Can you tell me your reason for choosing atropine?”

Advocacy / Inquiry With Good Judgment

- Includes an overt statement of the instructor's expert opinion (why is it important/or of concern)
- Often it is evidence-based practice/standards of best practice
- Avoids the “guess what I’m thinking” game
- Keep it brief.
- Be careful not to inject your judgment in the Advocacy statement or the Inquiry.

Debriefing: facilitation techniques

- Active listening
- Ability to ask varied types of questions
- Shared mental models
- Advocacy inquiry – with good judgement
- Video assisted debrief
- Self Debrief

Use of Video in Debriefing

- Optional
- Intimidating
- Recalls specific details
- Reveals blind spots
- Clarifies misconceptions
- Creates tension – incongruence revealed

Self Evaluation/debriefing

Looking IN....	Looking OUT
- Find a space to focus on self - Pay attention to one's own thoughts & emotions - Write down those thoughts and emotions that seem significant to the learning experience (simulation)	- Write a description of the situation surrounding your thoughts & feelings - What issues seem significant?

Reflection on Action

What was I trying to achieve?

Why did I respond as I did?

What were the consequences of that for the patient? Others? Myself?

How were the others feeling?

How do I know this?

Why did I feel the way I did with this situation?

What factors influenced me? (either internal or external)

What knowledge did or could have informed me?

Reflection on consequences

What would be the consequences of my alternate actions for the patient? Others? Myself?

How do I feel about it NOW?

Does this situation have any connection with any of my previous experiences?

What/how can I do better in future under similar situations?

Avoid....

- Lecturing
- Sessions becoming instructor-led didactic session
- Giving your own analysis before learners get a chance to express their analysis through reflection
- Giving the impression that only your perceptions are important
- Interrupting the discussion
- Interrogation

About that ending...

Calibrate Learning (take aways/take home pearls)

Learning objectives

Transfer of learning

Tips

- There is no Debriefing without Pre-briefing
- Design debriefing around objectives and associated behaviors
- Facilitation skills
- Facilitate team learner discussion, but encourage them to lead the conversation
- Encourage participation of all team members/learners
- Plan your debriefing
- Create a safe environment for sharing & discussions
- Make time to address emotions & differences of opinions
- Don't just point out problems; help develop solutions
- Summarize at the end

Questions?

Thoughts??